



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10571241
SAU: Falmouth School Department
School: Falmouth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

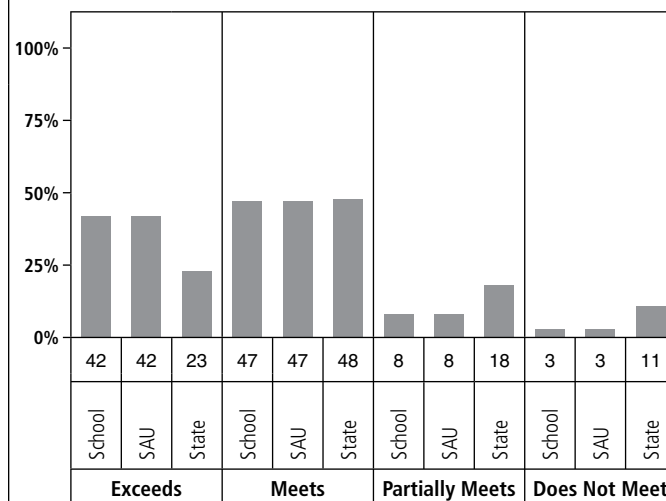
SAU: Falmouth School Department

School: Falmouth Middle School

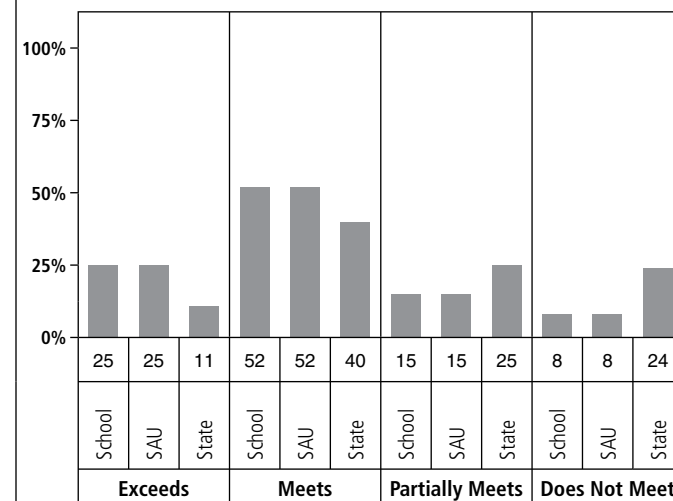
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	858	858	845
2006–2007	857	857	847
2007–2008	858	858	849
Cum. Avg. *	858	858	847
Mathematics			
2005–2006	858	857	840
2006–2007	859	859	842
2007–2008	851	851	841
Cum. Avg. *	856	856	841
Science & Technology			
2005–2006	855	855	846
2006–2007	857	857	847
2007–2008	856	856	847
Cum. Avg. *	856	856	847

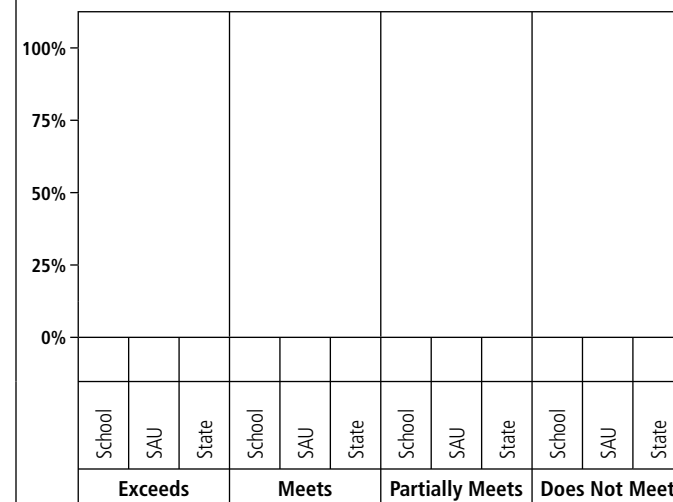
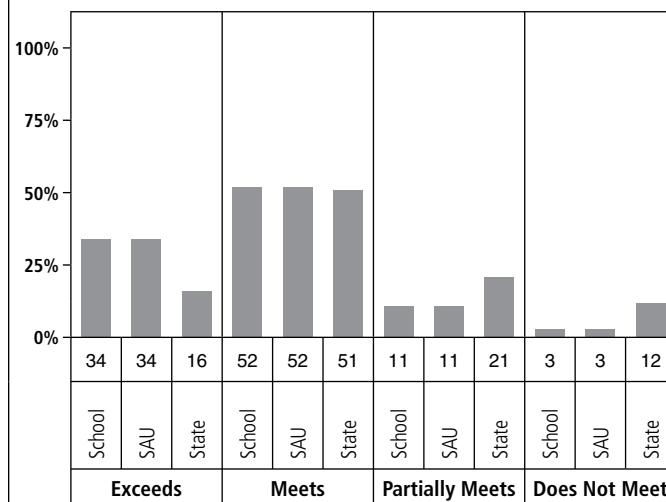
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	190	100	190	100	15274	100	188	99	188	99	15102	99	188	99	188	99	15097	99	188	99	188	99	15080	99						
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	2	1	2	1	186	1	2	100	2	100	181	97	2	100	2	100	182	98	2	100	2	100	182	98						
Hispanic	3	2	3	2	139	1	3	100	3	100	136	98	3	100	3	100	136	98	3	100	3	100	136	98						
Caucasian/White	185	97	185	97	14461	95	183	99	183	99	14312	99	183	99	183	99	14302	99	183	99	183	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	22	12	22	12	2508	16	21	100	21	100	2446	98	21	100	21	100	2441	98	21	100	21	100	2431	98						
Current LEP	1	1	1	1	327	2	1	100	1	100	316	97	1	100	1	100	322	99	1	100	1	100	322	99						
Economically disadvantaged	2	1	2	1	5420	35	2	100	2	100	5329	99	2	100	2	100	5324	99	2	100	2	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	167	88	167	88	12703	83	167	88	167	88	12694	83	167	88	167	88	12710	83						
Identified disability (PET/IEP)	2	1	2	1	437	3	2	1	2	1	421	3	2	1	2	1	445	4						
LEP	1	1	1	1	172	1	1	1	1	1	172	1	1	1	1	1	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	19	10	19	10	2221	15	19	10	19	10	2227	15	19	10	19	10	2197	14						
Identified disability (PET/IEP)	17	89	17	89	1832	82	17	89	17	89	1844	83	17	89	17	89	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	2	11	2	11	213	10	2	11	2	11	202	9	2	11	2	11	204	9						
Participation through alternate assessment (PAAP)	2	1	2	1	177	1	2	1	2	1	176	1	2	1	2	1	173	1						
Identified disability (PET/IEP)	2	100	2	100	177	100	2	100	2	100	176	100	2	100	2	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	32	0	1	1	1	1	34	0	1	1	1	1	34	0						
Non-participation – other	1	1	1	1	140	1	1	1	1	1	143	1	1	1	1	1	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Falmouth School Department
School:	Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	68	38	68	38	2695	17
	2006-2007	57	34	57	34	2407	16
	2007-2008	79	42	79	42	3428	23
	Cum. Total*	204	38	204	38	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	88	49	89	50	6830	42
	2006-2007	86	51	86	51	7494	49
	2007-2008	87	47	87	47	7179	48
	Cum. Total*	261	49	262	49	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	21	12	21	12	3741	23
	2006-2007	20	12	20	12	3628	24
	2007-2008	15	8	15	8	2706	18
	Cum. Total*	56	11	56	11	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	1	1	1	1	3003	18
	2006-2007	4	2	4	2	1810	12
	2007-2008	5	3	5	3	1611	11
	Cum. Total*	10	2	10	2	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	42.1	75.2	42.1	75.2	36.9	65.9
Literary Text	28	50	20.7	73.9	20.7	73.9	18.3	65.4
Informational Text	28	50	21.4	76.4	21.4	76.4	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	186	79	42	87	47	15	8	5	3	858	186	42	47	8	3	858	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	2										2						179	32	39	18	11	852
Hispanic	2										2						131	18	38	27	17	846
Caucasian/White	182	76	42	86	47	15	8	5	3	858	182	42	47	8	3	858	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	9	47	7	37	3	16	839	19	0	47	37	16	839	2269	3	24	32	42	833
No	167	79	47	78	47	8	5	2	1	861	167	47	47	5	1	861	12655	27	52	16	5	852
Current LEP																						
Yes	1										1						308	8	30	27	34	837
No	185	78	42	87	47	15	8	5	3	858	185	42	47	8	3	858	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	2										2						5222	12	44	25	19	843
No	184	79	43	85	46	15	8	5	3	859	184	43	46	8	3	859	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	186	79	42	87	47	15	8	5	3	858	186	42	47	8	3	858	14917	23	48	18	11	849
Gender																						
Female	91	50	55	36	40	4	4	1	1	862	91	55	40	4	1	862	7198	30	48	15	7	853
Male	95	29	31	51	54	11	12	4	4	855	95	31	54	12	4	855	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	186	79	42	87	47	15	8	5	3	858	186	42	47	8	3	858	14117	24	49	17	10	850
Gifted/talented program																						
Yes	16	14	88	2	13	0	0	0	0	873	16	88	13	0	0	873	592	71	28	1	0	867
No	170	65	38	85	50	15	9	5	3	857	170	38	50	9	3	857	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 30 59 9	1 25 46 5	25 47 45 31	3 22 45 9	75 42 44 56	0 4 9 2	0 8 9 13	0 2 3 0	0 4 3 0	853 859 859 855	2 30 59 9	25 47 45 31	75 42 44 56	0 8 9 13	0 4 3 0	853 859 859 855	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	29 61 7 3	29 44 3 1	57 41 25 20	19 51 6 3	37 47 50 60	2 10 2 1	4 9 17 20	1 3 1 0	2 3 8 0	863 857 851 853	29 61 7 3	57 41 25 20	37 47 50 60	4 9 17 20	2 3 8 0	863 857 851 853	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	33 55 10 3	36 39 2 0	62 41 12 0	21 49 6 3	36 51 35 60	1 5 8 1	2 5 47 20	0 3 1 1	0 3 6 20	866 858 844 840	33 55 10 3	62 41 12 0	36 51 35 60	2 5 47 20	0 3 6 20	866 858 844 840	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	9 59 32	1 47 29	6 45 52	11 43 25	69 41 45	2 13 0	13 13 0	2 1 2	13 1 4	849 858 862	9 59 32	6 45 52	69 41 45	13 13 0	13 1 4	849 858 862	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 40 56	0 25 52	0 36 53	5 31 43	63 44 44	3 10 2	38 14 2	0 4 1	0 6 1	844 854 863	5 40 56	0 36 53	63 44 44	38 14 2	0 6 1	844 854 863	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	28 64 7	23 50 4	46 44 31	23 49 7	46 43 54	2 11 2	4 10 15	2 3 0	4 3 0	859 859 855	28 64 7	46 44 31	46 43 54	4 10 15	4 3 0	859 859 855	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	14 47 21 19	12 38 19 8	50 46 51 24	12 36 15 16	50 44 41 48	0 7 1 7	0 9 3 21	0 1 2 2	0 1 5 6	863 860 859 852	14 47 21 19	50 46 51 24	50 44 41 48	0 9 3 21	0 1 5 6	863 860 859 852	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	45 49 3 3	44 32 0 1	55 37 0 20	33 41 3 2	41 48 60 40	3 10 1 1	4 12 20 20	0 3 1 1	0 3 20 20	863 856 844 844	45 49 3 3	55 37 0 20	41 48 60 40	4 12 20 20	0 3 20 20	863 856 844 844	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	79	44	79	44	1714	11
	2006-2007	81	48	81	48	1952	13
	2007-2008	46	25	46	25	1657	11
	Cum. Total*	206	39	206	39	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	72	40	72	40	5533	34
	2006-2007	60	36	60	36	5870	38
	2007-2008	97	52	97	52	5956	40
	Cum. Total*	229	43	229	43	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	21	12	22	12	4764	29
	2006-2007	22	13	22	13	3982	26
	2007-2008	28	15	28	15	3729	25
	Cum. Total*	71	13	72	13	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	7	4	7	4	4251	26
	2006-2007	5	3	5	3	3534	23
	2007-2008	15	8	15	8	3579	24
	Cum. Total*	27	5	27	5	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.2	63.8	10.2	63.8	8.4	52.5
Cluster 2: Shape and Size	14	25	7.4	52.9	7.4	52.9	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.3	66.3	5.3	66.3	4.6	57.5
Cluster 4: Patterns	18	32	12.0	66.7	12.0	66.7	8.9	49.4

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	186	46	25	97	52	28	15	15	8	851	186	25	52	15	8	851	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	2										2						181	24	42	20	14	848
Hispanic	2										2						131	7	34	26	33	836
Caucasian/White	182	44	24	95	52	28	15	15	8	851	182	24	52	15	8	851	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	19	1	5	5	26	7	37	6	32	831	19	5	26	37	32	831	2265	1	14	22	62	824
No	167	45	27	92	55	21	13	9	5	854	167	27	55	13	5	854	12656	13	45	26	17	844
Current LEP																						
Yes	1										1						315	5	24	20	51	828
No	185	46	25	96	52	28	15	15	8	851	185	25	52	15	8	851	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	2										2						5217	5	30	29	37	834
No	184	46	25	97	53	26	14	15	8	851	184	25	53	14	8	851	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	186	46	25	97	52	28	15	15	8	851	186	25	52	15	8	851	14914	11	40	25	24	841
Gender																						
Female	91	24	26	47	52	14	15	6	7	852	91	26	52	15	7	852	7199	11	40	26	23	841
Male	95	22	23	50	53	14	15	9	9	851	95	23	53	15	9	851	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	186	46	25	97	52	28	15	15	8	851	186	25	52	15	8	851	14115	12	41	25	23	842
Gifted/talented program																						
Yes	16	11	69	5	31	0	0	0	0	868	16	69	31	0	0	868	592	58	39	2	1	864
No	170	35	21	92	54	28	16	15	9	850	170	21	54	16	9	850	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	25	0	0	2	50	1	25	846	2	25	0	50	25	846	9	5	30	23	41	833
B. less than one hour	30	18	34	24	45	5	9	6	11	852	30	34	45	9	11	852	46	10	40	26	25	840
C. one to two hours	59	25	24	56	54	16	16	6	6	852	59	24	54	16	6	852	41	14	42	25	19	843
D. more than two hours	9	1	6	9	56	4	25	2	13	843	9	6	56	25	13	843	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	23	33	35	50	6	9	6	9	854	40	33	50	9	9	854	30	17	43	22	18	845
B. They match some of what I have learned.	44	19	24	42	54	13	17	4	5	852	44	24	54	17	5	852	50	10	42	26	22	841
C. They match just a little of what I have learned.	14	3	13	12	50	7	29	2	8	845	14	13	50	29	8	845	17	6	32	29	33	836
D. There is no match.	2	0	0	0	0	1	25	3	75	814	2	0	0	25	75	814	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	37	51	28	39	5	7	2	3	860	41	51	39	7	3	860	26	29	46	14	11	851
B. good	45	8	10	55	70	12	15	4	5	849	45	10	70	15	5	849	45	7	46	27	20	841
C. fair	11	0	0	5	26	9	47	5	26	837	11	0	26	47	26	837	23	1	26	34	38	833
D. poor	3	0	0	1	17	1	17	4	67	818	3	0	17	17	67	818	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	5	10	27	56	9	19	7	15	844	27	10	56	19	15	844	34	4	35	28	32	836
B. about the same as my regular schoolwork	52	18	20	49	53	17	18	8	9	850	52	20	53	18	9	850	52	10	43	26	21	842
C. easier than my regular schoolwork	20	22	61	13	36	1	3	0	0	864	20	61	36	3	0	864	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	12	21	29	51	12	21	4	7	850	32	21	51	21	7	850	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	62	28	26	57	52	13	12	11	10	851	62	26	52	12	10	851	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	6	5	50	3	30	2	20	0	0	858	6	50	30	20	0	858	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	5	2	22	5	56	1	11	1	11	854	5	22	56	11	11	854	9	6	38	27	29	837
B. two or three days a week	27	5	11	34	72	5	11	3	6	848	27	11	72	11	6	848	16	8	38	27	27	839
C. two or three times each month	48	28	33	39	46	13	15	4	5	855	48	33	46	15	5	855	28	12	41	27	21	843
D. never or almost never	20	10	28	11	31	8	22	7	19	847	20	28	31	22	19	847	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	70	30	24	70	57	18	15	5	4	853	70	24	57	15	4	853	38	14	42	23	21	843
B. two or three times a week	24	13	30	17	40	7	16	6	14	850	24	30	40	16	14	850	33	10	41	26	23	841
C. two or three times each month	4	2	29	2	29	1	14	2	29	847	4	29	29	14	29	847	18	10	36	27	27	840
D. never or almost never	2	0	0	0	0	1	33	2	67	825	2	0	0	33	67	825	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	65	34	30	57	50	16	14	8	7	853	65	30	50	14	7	853	54	14	44	23	18	844
B. agree	31	9	16	31	56	10	18	5	9	848	31	16	56	18	9	848	38	8	36	27	28	838
C. disagree	2	2	67	1	33	0	0	0	0	860	2	67	33	0	0	860	6	6	31	28	36	835
D. strongly disagree	2	0	0	0	0	1	33	2	67	817	2	0	0	33	67	817	2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	57	32	57	32	1879	12
	2006-2007	53	32	53	32	2192	14
	2007-2008	63	34	63	34	2371	16
	Cum. Total*	173	33	173	33	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	97	54	98	55	8604	53
	2006-2007	97	58	97	58	7916	52
	2007-2008	97	52	97	52	7630	51
	Cum. Total*	291	55	292	55	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	18	10	18	10	3618	22
	2006-2007	14	8	14	8	3340	22
	2007-2008	21	11	21	11	3175	21
	Cum. Total*	53	10	53	10	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	6	3	6	3	2174	13
	2006-2007	3	2	3	2	1865	12
	2007-2008	5	3	5	3	1731	12
	Cum. Total*	14	3	14	3	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.6	68.6	9.6	68.6	8.1	57.9
Cluster 2: Physical Sciences	14	25	9.0	64.3	9.0	64.3	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.9	63.6	8.9	63.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.9	70.7	9.9	70.7	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	186	63	34	97	52	21	11	5	3	856	186	34	52	11	3	856	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	2										2						181	20	50	15	15	849
Hispanic	2										2						131	5	50	22	23	842
Caucasian/White	182	61	34	95	52	21	12	5	3	856	182	34	52	12	3	856	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	19	1	5	9	47	8	42	1	5	843	19	5	47	42	5	843	2258	3	29	31	37	836
No	167	62	37	88	53	13	8	4	2	857	167	37	53	8	2	857	12649	18	55	20	7	850
Current LEP																						
Yes	1										1						315	4	29	25	42	834
No	185	63	34	96	52	21	11	5	3	856	185	34	52	11	3	856	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	2										2						5206	8	45	28	20	842
No	184	63	34	95	52	21	11	5	3	856	184	34	52	11	3	856	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	186	63	34	97	52	21	11	5	3	856	186	34	52	11	3	856	14900	16	51	21	12	847
Gender																						
Female	91	25	27	54	59	10	11	2	2	855	91	27	59	11	2	855	7196	14	52	23	12	847
Male	95	38	40	43	45	11	12	3	3	857	95	40	45	12	3	857	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	186	63	34	97	52	21	11	5	3	856	186	34	52	11	3	856	14103	16	52	21	11	848
Gifted/talented program																						
Yes	16	14	88	2	13	0	0	0	0	871	16	88	13	0	0	871	592	63	35	1	0	865
No	170	49	29	95	56	21	12	5	3	854	170	29	56	12	3	854	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Falmouth School Department
School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	25	2	50	1	25	0	0	854	2	25	50	25	0	854	9	10	40	26	23	842
B. less than one hour	30	18	34	28	53	6	11	1	2	857	30	34	53	11	2	857	46	14	52	22	12	847
C. one to two hours	59	35	34	55	53	9	9	4	4	856	59	34	53	9	4	856	41	19	53	19	9	849
D. more than two hours	9	5	31	7	44	4	25	0	0	854	9	31	44	25	0	854	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	24	18	43	22	52	2	5	0	0	859	24	43	52	5	0	859	29	19	54	19	9	849
B. They match some of what I have learned.	49	22	26	54	64	7	8	2	2	855	49	26	64	8	2	855	49	16	51	22	11	848
C. They match just a little of what I have learned.	22	17	44	13	33	9	23	0	0	858	22	44	33	23	0	858	18	13	51	23	13	846
D. There is no match.	5	2	22	3	33	2	22	2	22	845	5	22	33	22	22	845	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	25	26	59	16	36	2	5	0	0	863	25	59	36	5	0	863	23	28	51	13	8	853
B. good	54	27	29	57	61	9	10	1	1	855	54	29	61	10	1	855	54	15	55	21	9	848
C. fair	19	6	18	18	55	7	21	2	6	851	19	18	55	21	6	851	20	5	45	32	18	842
D. poor	2	0	0	1	25	2	50	1	25	837	2	0	25	50	25	837	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	27	15	31	24	50	6	13	3	6	854	27	31	50	13	6	854	27	15	49	22	14	846
B. about the same as my regular schoolwork	57	32	32	54	55	12	12	1	1	856	57	32	55	12	1	856	59	15	53	22	10	848
C. easier than my regular schoolwork	16	12	43	14	50	2	7	0	0	859	16	43	50	7	0	859	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	28	14	28	28	56	5	10	3	6	854	28	28	56	10	6	854	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	67	40	34	63	53	14	12	1	1	856	67	34	53	12	1	856	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	5	5	63	1	13	1	13	1	13	855	5	63	13	13	13	855	5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	22	10	26	18	46	10	26	1	3	852	22	26	46	26	3	852	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	29	20	40	28	56	2	4	0	0	859	29	40	56	4	0	859	24	18	53	20	10	849
C. the course(s) described in B, plus physics	24	20	48	19	45	2	5	1	2	861	24	48	45	5	2	861	22	30	47	14	8	853
D. a life science and physical science class	25	9	21	26	60	5	12	3	7	851	25	21	60	12	7	851	29	8	52	27	14	844
How do you feel about the following statement? <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	27	24	50	19	40	4	8	1	2	861	27	50	40	8	2	861	27	23	51	17	9	851
B. agree	50	24	27	52	59	11	13	1	1	854	50	27	59	13	1	854	54	15	53	21	11	847
C. disagree	19	10	30	20	61	2	6	1	3	856	19	30	61	6	3	856	15	10	50	26	14	845
D. strongly disagree	4	1	14	1	14	3	43	2	29	837	4	14	14	43	29	837	4	7	39	30	24	841
How well does the following statement reflect your future goals? <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	25	21	48	19	43	3	7	1	2	861	25	48	43	7	2	861	25	24	52	15	8	851
B. agree	34	19	32	30	51	9	15	1	2	855	34	32	51	15	2	855	37	15	50	22	12	847
C. disagree	32	14	25	37	65	5	9	1	2	854	32	25	65	9	2	854	26	12	53	23	12	846
D. strongly disagree	9	5	31	6	38	3	19	2	13	850	9	31	38	19	13	850	12	8	48	28	15	844
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number